### Unit: Course Standards and Objectives

<table>
<thead>
<tr>
<th>Standards and Objectives</th>
<th>Content</th>
<th>Skills</th>
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<tbody>
<tr>
<td>UT: CTE: Skilled and Technical Sciences, UT: Grades 9-12, Video Production 2</td>
<td><strong>Copyright</strong></td>
<td><strong>Copyright</strong></td>
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<tr>
<td><strong>Standard 8</strong></td>
<td>- Time Limitation</td>
<td>- Verify proper and legal use of music and other media according to current copyright law.</td>
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<tr>
<td>Students will be able to understand and practice copyright laws, ethics and legal issues dealing with photography as identified in United States Code Title 17 Chapter 1 Section 101.</td>
<td>- Portion Limitation</td>
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<td></td>
<td>- Distribution Limitation</td>
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<td></td>
<td>- Music use</td>
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<td>- Owner rights</td>
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<td>- Commercial vs Educational</td>
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<tr>
<td><strong>Objective 1</strong> Define copyright.</td>
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<td><strong>Objective 2</strong> Other definitions</td>
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<tr>
<td>a. Audiovisual works</td>
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<td>b. Computer program</td>
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<td>c. Copies</td>
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<td>d. Copyright owner</td>
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<td>e. Digital transmission</td>
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<td>f. Financial gain</td>
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<tr>
<td>g. Pictorial, graphic, and sculptural works</td>
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<td>h. Work of visual art</td>
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<td><strong>Objective 3</strong> Students will practice ethics and rules governing photojournalism (i.e. Editorial content must not be changed).</td>
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<tr>
<td><strong>Objective 4</strong> Students will practice correct usage of copyright laws (i.e. the right to reproduce, manipulate, distribute, plagiarize or exhibit another photographer’s work outside of fair use provisions)</td>
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<tr>
<td>a. Time limitations</td>
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<td>b. Portion limitations</td>
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<td>c. Text material</td>
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### Vocabulary
- Copyright
- Distribution
- Limitation
- Ethics
- Social
- Legal
- Fair use
- Reproduce
- Manipulate
- Plagiarize
Objective 5
Students will demonstrate understanding of ethics related to social and legal issues in subject choice (i.e. model releases, image appropriateness, and cultural sensitivity).

Camera Accessories and cables
- Lens Filters
- Capture Devices
- Tape
- Hard drives
- Flash drives
- SD card
- External Microphones jack
- Connectors
- BNC
- Firewire
- HDMI
- Mini (1/8") Stereo/mono
- Phone (1/4") Stereo/mono
- RCA
- USB
- XLR

Camera Operations
(Advance)
- Color temperature
- Rack focus
- ND Filter

Camera Support
- Jibs
- Steadi-cam

Camera Accessories and cables
- Identify and explain the function of lens filters, video capture options, external microphone
- Identify and explain the use of the different A/V cables

Camera Operation
- Define and execute the proper use of film color temperature, rack focus, and Neutral Density filter

Camera Support
- Define and demonstrate proper use of a jib, steady cam, been bags and dollies

UT: CTE: Skilled and Technical Sciences, UT: Grades 9-12, Video Production 2

Objective 1
Camera Accessories
- a. Lens Filters
- b. Capture Devices
  - Tape
  - Hard drives
  - Flash drives, etc.
- c. External Microphones jack
- d. Connectors
  - BNC
  - Firewire
  - HDMI
  - Mini (1/8")
    - Stereo/mono
  - Phone (1/4")
    - Stereo/mono
- e. RCA
- f. USB
- g. XLR

Objective 5
Camera operation
- a. Color temperature
- b. Rack focus
- c. ND Filter

Objective 6
Alternative Camera Support
- a. Jibs

Objective 5
Students will demonstrate understanding of ethics related to social and legal issues in subject choice (i.e. model releases, image appropriateness, and cultural sensitivity).
b. Steadi-cam
  c. Unconventional devices
    - Bean bags
    - Car mounts
    - Wheeled devices

- Bean bags
- Car mounts
- Wheeled devices
- Dolly

**Graphic Composition**
- Vectors
- Index
- Motion
- Graphic

**Graphic composition**
- Define and explain general graphic composition terms.
- Demonstrate use of vectors, motion and other graphics in shot.

**Alternative composition**
- Cinéma-véri té
- MTV-esque
- "Reality TV" style
- New-age techniques

**Alternative composition**
- Demonstrate use of alternative shot compositions

**Shot Selections**
- Define and differentiate shot selections.
- Demonstrate that you can properly execute:
  - Sequencing
  - Follow shots
  - Point-of-view (POV)
  - Reaction shots

**Camera movements**
- Pan
- Truck
- Dolly
- Arc
- Pedestal
- Tilt

**Camera movements**
- Define each camera movement.
- Execute proper camera movements: pan, tilt, truck, dolly, arc, pedestal, zoom
Students will enhance their understanding of Video Production as a profession and will develop professional skills for the workplace.

- **Objective 1**
  - As a participating member of the SkillsUSA student organization, complete the SkillsUSA Level 2 Professional Development Program.
  - b. Identify stress sources.
  - c. Select characteristics of a positive image.
  - d. Demonstrate Government awareness.
  - e. Demonstrate awareness of professional organizations.
  - f. Apply team skills to a group project.
  - g. Observe and critique team skills at a local professional meeting.
  - h. Demonstrate business meeting skills.
  - i. Explore workplace ethics: codes of conduct.
  - j. Demonstrate social etiquette.
  - k. Complete survey for employment opportunities.
  - l. Review a professional journal and develop a three- to five-minute speech.
  - m. Complete a job

### Professional Development
- **Avenues of continual education and improvement**
  - Skills USA, UHSFF, The Broadcasting Awards opportunities to compete
  - Paths of CTE courses
  - Profession attitude and work ethic

- **Decide on options for future education in video field**
  - Judge and join a forum of skills development and competition that best test there strengths
  - Focus on attitudes and develop professional work ethic that provide opportunities for a career

### Short term goals
- Long goals
- Attitude
- Work Ethic
- Career
- Competence
n. Assemble an employment portfolio.
o. Explore supervisory and management roles in an organization.
p. Conduct a worker interview.
q. Perform a self-evaluation of proficiency in program competencies.

- **Objective 2**
  Serve in the school’s SkillsUSA chapter as a committee member.

- **Objective 3**
  Display a professional attitude toward the instructor and peers.

- **Objective 4**
  As a participating member of the SkillsUSA student organization, complete the SkillsUSA Level 3 Professional Development Program.
  a. Evaluate your career and training goals.
  b. Market your career choice.
  c. Develop personal financial skills
d. Serve as a volunteer in the community.
e. Plan and develop a business.
f. Conduct a worker interview.
g. Develop a résumé and write a cover letter.
h. Demonstrate interviewing skills.
i. Understand the cost of customer service.
j. Identify and apply conflict resolution skills.
k. Demonstrate evaluation skills.
l. Examine workplace ethics: the role of values in making decisions.
m. Perform a skill
demonstration.
n. Learn what is contained in Material Safety Data Sheets (MSDS).
o. Perform a self-evaluation of proficiency in program competencies.

- Objective 5
  Serve as an officer in the school’s chapter of SkillsUSA

- Objective 6
  Participate in an authorized SkillsUSA drafting competition.

- Objective 7
  Display a professional attitude toward the instructor and peers.

**Std 02 Audio**
(Week 26, 2 Weeks)

 UT: CTE: Skilled and Technical Sciences, UT: Grades 9-12, Video Production 2

**Standard 2**
Students will be able to understand and demonstrate procedures for recording audio.

- Objective 1
  Microphone
  a. Pop filters
  b. Wind screens
  c. Proximity effect
  d. Boom mics
  e. USB mics
  f. Camera mic vs external mic
  g. AGC (Automatic Gain Control)

- Objective 2
  Ambience
  a. Definition of ambience
  b. Natural sound (NATS)
  c. Controlling NATS

- Objective 3
  Voice Over

**Microphone Accessories**
- Pop filters
- Wind screens
- Proximity effect
- Boom mics
- USB mics
- Camera mic vs external mic
- AGC (Automatic Gain Control)

**Ambience**
- Definition of ambience
- Natural sound (NATS)
- Controlling NATS

**Voice Over**
- Studio talent recording

**Microphone Accessories**
- Identify and demonstrate use of pop filters, wind screens and proximity to improve sound
- Identify and define alternative mics.
- Judge and select proper microphones in different situations: Camera (On-board) or external mic
- Identify and properly use the cameras AGC

**Ambience**
- Define ambience/ambient
- Identify sources of ambient sounds: Natural Sound (NATS)
- Decide proper controlling of ambient/NATS sounds

**Voice Over**
- Demonstrate use of voice over in video productions
**Std 03 Lighting**

UT: CTE: Skilled and Technical Sciences, UT: Grades 9-12, Video Production 2

**Standard 3**

Students will be able to understand and demonstrate lighting systems and how they are used.

- **Objective 1**
  - **Principles of Lighting**
    - Key
    - Back
    - Fill
    - Background
    - Direct light
    - Diffused light

- **Objective 2**
  - **Lighting accessories**
    - Filters
    - Reflectors
    - Zebra feature on camera
    - Cookies/gobos
    - Gels

- **Objective 3**
  - **Lighting situations**
    - Color temperature
    - Mood
    - Exterior lighting
    - Night lighting

- **Identify and demonstrate correct principles standardized lighting setup**
- **Identify and demonstrate use of reflectors and other lighting accessories to create balance**
- **Execute proper lighting alternatives to create mood and ambience**

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**Std 04 Pre-production**

UT: CTE: Skilled and Technical Sciences, UT: Grades 9-12, Video Production 2

**Standard 4**

Students will be able to understand and demonstrate preproduction.

- **Objective 1**
  - **Story development**

- **Objective 2**
  - **Script development**

- **Objective 3**
  - **Location scouting**

- **Objective 4**
  - **Equipment Inventory**

- **Story Development**
  - The three Ps: People, Place, Predicament
  - Three Acts: Intro, Conflict, Resolution
  - Who, Where, What, Why, How
  - Emotional connection
  - Audience

- **Script Development**
  - Breakdown the story and produce a script identifying key locations, actions and dialogue.
  - Create a simple storyboard and shot list to add in production

- **Research and develop an story idea considering the three Ps: People, Place, Predicament, and breaking it down into the three Acts: Intro, Conflict, Resolution.**
- **Clearly identify who, where, what, why, and how of the story and make an emotional connection to the audience**

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Location Scouting
- During script writing student must scout locations for good shot angles, lighting and sound options

Equipment Inventory
- Develop a thorough equipment list prior to going to shoot

Examine the different roles of a video crew. Judge which crew members are needed for a designated video project and select the best crew possible for the job.

Define the role of:
- Producer
- Director
- Camera operator
- Grip
- Lighting Technician
- Audio Technician
- Talent
- Continuity crew
- Craft Services

Identify most effective organization of video footage and method of storage

Crew responsibilities
- Producer
- Director
- Camera operator
- Grip
- Lighting Technician
- Audio Technician
- Talent
- Continuity crew
- Craft Services

Logging
- Demonstrate different methods of logging clips and explain why this is important.
- Demonstrate the use of good labeling and file/folder creation to capture video.

Std 05 Production
(Week 32, 1 Week)
UT: CTE: Skilled and Technical Sciences, UT: Grades 9-12, Video Production 2
Standard 5
Students will be able to understand and demonstrate production.
- Objective 1
  - Crew responsibilities
  - a. Producer
  - b. Director
  - c. Camera operator
  - d. Audio
  - e. Talent
  - f. Continuity
- Objective 2
  - Media management
  - a. Labeling
  - b. Storing

Std 06 Post-Production
(Week 33, 3 Weeks)
UT: CTE: Skilled and Technical Sciences, UT: Grades 9-12, Video Production 2
Standard 6
- Log check list
- Labeling
- Storing
- Check list
- Labeling
- Storing
- Logging
- Batch Capture
- Logging
- Labeling
- Capture
- Batch Capture
Students will be able to understand and demonstrate post production.

- **Objective 1**
  - Logging
- **Objective 2**
  - Editing
    - a. Capture
    - b. Batch Capture
    - c. Rendering
    - d. Motion Effects (slow motion, fast motion, reverse motion, etc.)
    - e. Filters (audio and video)
    - f. Time code
    - g. Titles
    - h. Transitions
      - i. Special effects (computer generated digital enhancements)
    - j. Sound tracks
    - k. Timeline
    - l. Cut-to-the-beat
- **Objective 3**
  - Sweetening
    - a. Levels and mixing
    - b. Sound Effects
    - c. NATS
    - d. Music tracks
- **Objective 4**
  - Television standards
    - a. NTSC
    - b. PAL
    - c. High definition (720p, 1080i)
    - d. Aspect ratio
    - e. Frames per second (fps)

**Editing**
- Time code
- Timeline
- Titles
- Transitions
- Jump cut
- Cut-to-the-beat
- Fades
- Filters (audio and video)
- Motion Effects (slow motion, fast motion, reverse motion, etc.)
- Special effects (computer generated digital enhancements)
- Sound tracks
- Rendering

**Sweetening**
- Levels and mixing
- Sound Effects
- NATS
- Music tracks

**Television standards**
- NTSC
- PAL
- High definition (720p, 1080i)
- Aspect ratio
- Frames per second (fps)
- Interlaced

Produce a video that demonstrates a correct understanding of the video timeline, titles, lower thirds, transitions, fades, jump cuts, cut-to-the-beats, filters, motion effects, special effects, sound tracks, and video rendering.

Define, analyze and explain:
- Sweetening
- Levels and mixing
- Sound Effects
- NATS
- Music tracks
- NTSC
- PAL
- High definition (720p, 1080i)
- Aspect ratio
- Frames per second (fps)
- Interlaced
- Progressive

- Time code
- Editing
- Timeline
- Titles
- Transitions
- Jump cut
- Cut-to-the-beat
- Fades
- Filters (audio and video)
- Motion Effects (slow motion, fast motion, reverse motion, etc.)
- Special effects (computer generated digital enhancements)
- Sound tracks
- Rendering
- Sweetening
- Mixing
- Sound Effect
- NATS
- Music tracks
- NTSC
- PAL
- High definition (720p, 1080i)
- Aspect ratio
- Frames per second (fps)
- Interlaced
- Progressive
Students will be able to understand and demonstrate the use of visual effects and graphics.

- **Objective 1**
  - Visual effects
    - Chroma key
    - Animation
    - Filters
    - Keyframes
  - Graphics
    - Text
    - Fonts
    - Colors (high contrast improves readability)
    - Title safe area

- **Objective 2**
  - Graphics
    - Text
    - Fonts
    - Colors (high contrast improves readability)
    - Title safe area
    - Lower thirds

- **Practical effects**
  - Demonstrate the ability to use the chroma key effect to create a virtual background.
  - Demonstrate the ability to use animation and filters with key frames to affect the look and feel of your footage.
  - Create graphics in a project that demonstrate proper use of text, fonts, broadcast colors, and lower thirds.
  - Demonstrate simple practical effects to enhance project.